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ABSTRACT

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and apprizes the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, (3) available related findings, and (4) recommendations. Data were collected from interviews with selected personnel from the Colorado State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visitations by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (Chart 3 may reproduce poorly.) (EA)

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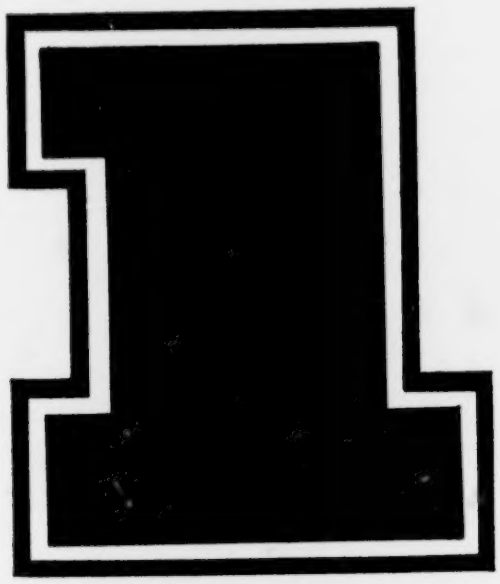
COLORADO

ANNUAL EVALUATION REPORT

TITLE



ESEA

TITLE I

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AS AMENDED

EA003694

cde

COLORADO DEPARTMENT OF EDUCATION
Byron W. Hansford, Commissioner
Denver, Colorado

Revised, 1971

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TITLE I
(Public Law 89-10)

COLORADO ANNUAL EVALUATION PROJECT
FY 1970

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FOREWORD

Since 1965, Title I of the Elementary and Secondary Education Act has played a prominent role in the movement toward educational accountability. Colorado is proud of its effort both in Federal and State programs in advancing the cause for more clearly stated goals and objectives.

This document is the fifth annual report to the people of Colorado and to the Congress of the United States. Earlier reports stressed the Colorado Department of Education's efforts to develop cooperatives, the resulting benefits to educationally deprived children and the correlates between per pupil expenditures and educational achievement. The following report emphasizes the concern of Colorado for the early identification and treatment of educationally disadvantaged children.

The essential purpose of this statement is to present an analysis of available information collected in the FY 1970 Compensatory Education Program in Colorado (Public Law 89-10). The law authorizing ESEA Title I funds requires that local, State, and Federal education agencies evaluate their programs in order to determine the impact of Title I efforts on educationally disadvantaged students.

Since the recent departmental reorganization on July 1, 1970, the evaluation of Federal and State programs has been assigned to the Assessment and Evaluation Unit for an objective program audit. During the transition caused by reorganization, from the former organizational framework to the present, Title I staff members assisted in the preparation of this report.

It is hoped that the information included here will be used for decision-making purposes at both the state and federal levels.

Byron W. Hansford, Commissioner
Colorado Department of Education

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Section I

INTRODUCTION

This is the fifth consecutive year that funds have been made available to local educational agencies for the education of children defined by the Elementary and Secondary Education Act of 1965 as educationally deprived. During fiscal year 1970, over one billion dollars was appropriated by the Congress of the United States and made available to Local Educational Agencies. Colorado's share of appropriations, under Title I of the Elementary and Secondary Education Act, was over nine million dollars. While most of the Title I activities during the school year were conducted by school districts for educationally-disadvantaged children, many specialized programs were operated for children of migratory agricultural workers, physically and mentally handicapped children in state schools, and neglected and delinquent children in institutions.

The declaration of policy in the Elementary and Secondary Education Act of 1965, Title I is: "...to provide financial assistance to Local Education Agencies serving areas with concentrations of children from low income families to expand and improve their educational programs by various means which contribute particularly to meeting the special needs of educationally deprived children."

It is our mandate, as educators, to offer comprehensive programs for children at all levels and from various environmental strata. With Title I, ESEA, as a vehicle, we can provide expanded and improved programs for the educationally and economically disadvantaged child.

The Title I program in Colorado has developed its characteristics from the approved state objectives and from the strategies for achieving them as envisioned by Congress. Title I guidelines from the U. S. Office of

Education have provided specific direction for state and local plans and operations. They are as follows:

"The Local Education Agencies program must be conducted in a limited number of eligible attendance centers and must provide relatively higher concentrations of services in areas having the highest incidence of children from low-income families. It is assumed that children in areas with the highest incidence of poverty and cultural deprivation will have the greatest need for special educational assistance." This does not mean that simply because a child is economically disadvantaged he is automatically educationally deprived.

The Colorado Department of Education is attempting to combine local control of programs in response to locally conceived goals and the need for "accountability" by instituting the concept of "Management-by-Objectives" and School Improvement Contracts on the Local Education Agency level. Schema must be designed to allow school districts to develop programs based on their needs, but still allow the CDE to compile their evaluations. In the development of a statewide evaluation, many questions might be suggested for investigation, but a more practical approach is often justified. Definitive answers to many of the important questions relating to compensatory education programs are not available because standards for judging remain to be developed. It is encouraging to note that greater attention is being given at all levels to develop criteria by which programs in operation can be assessed. This report is organized around the nine questions developed by the Office of Education, ESEA, Title I Division, within the limits of available data. The questions used are presented in Appendix A. Appendix B contains data relative to the comparative dropout rates between Title I high schools and non-Title I high schools. These data are presented for information purposes only.

SECTION II

Questions For Fiscal Year 1970

I. Basic state statistics:

a. Total number of operating LEA's in the State

There were 181 Local Education Agencies operating in Colorado during 1969-70.

The size of school districts varies greatly with the preponderance having small enrollments. Sixty-four percent of the 181 districts have less than 1,000 students enrolled, while seven percent of the districts enroll two-thirds (67%) of all public school students. (See Chart I next page).

The distribution of Title I projects approved by the Colorado Department of Education is similar to the distribution of school districts' enrollment in that six percent of the projects account for fifty percent of the participating students.

b. Number of LEA's participating in Title I

(1) During the regular school term: 122 (73.5%)

(2) During the summer term: 4 (2.4%)

(3) During both the regular school term and the summer term: 40 (24.1%)

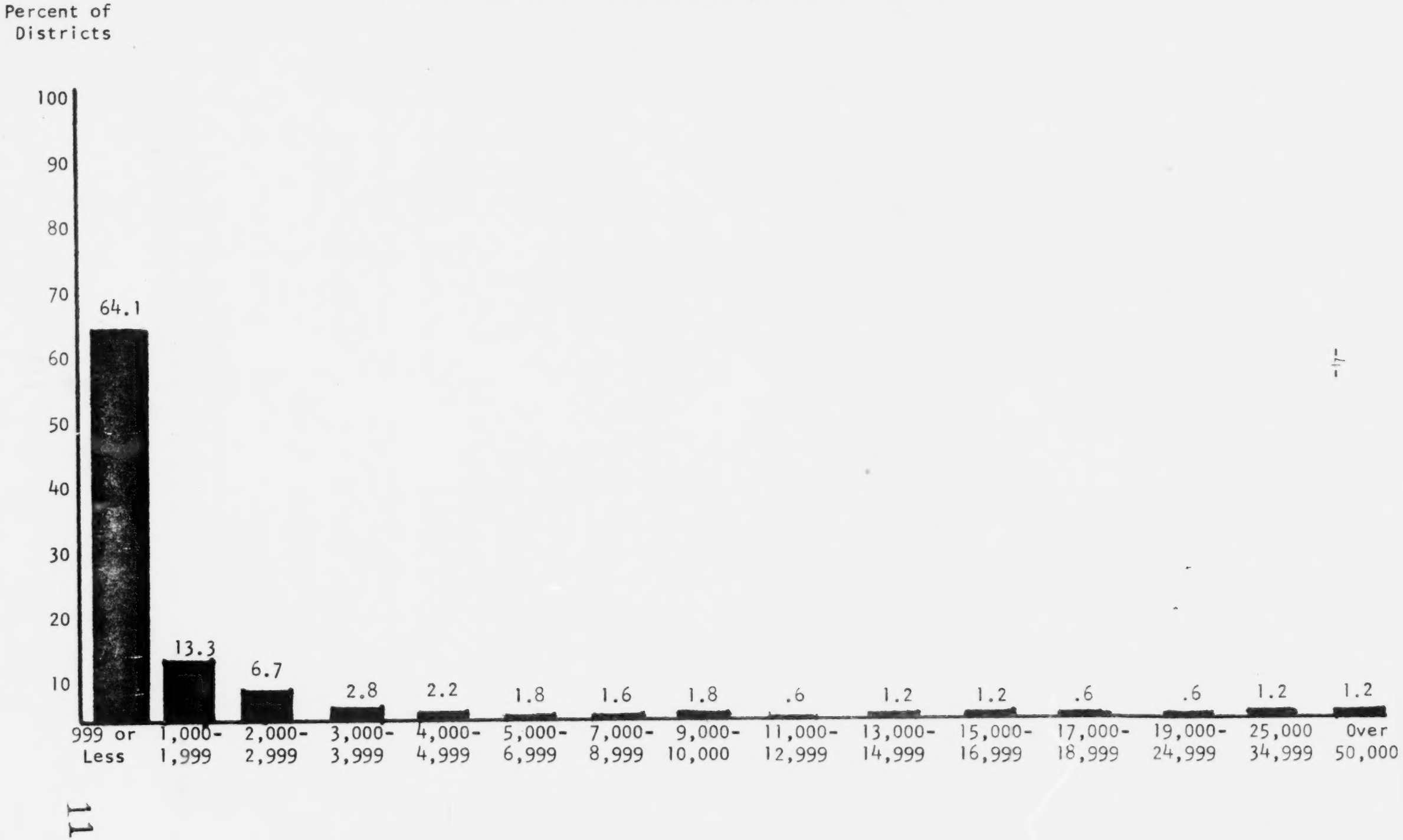
Ninety-two percent of the Local Education Agencies participated in Title I. Slightly less than three-fourths of the LEA's conducted only regular school term projects, and 22% of the LEA's conducted summer programs in addition to the regular school year.

c. Number of Title I Projects

The reported 134 projects in Table I are 24 less than reported last year due to the consolidation of projects by Title I cooperatives. There were three new cooperatives added to the 11 reported in 1968-69. The Title I staff members supervised 98

Chart I

Distribution of School Districts by Number of Students



compensatory programs: 65 regular school term only projects, 4 summer term only projects and 29 "both regular school term and summer term projects."

TABLE I

Allocation of Title I Funds
by Type of Program

1969-1970

Number of Projects	Type of Program	Allocations	Expenditures**
98	Compensatory Education	$7,242,648*	$7,007,616
7	Handicapped Children	844,916	767,210
30	Migrant Children	1,007,530	825,684
1	Delinquent Children	155,876	143,838
1	Neglected Children (Colorado Youth Center)	32,768	29,387
137	TOTALS	$9,283,738	$8,773,735

*$66,735 included for neglected children in LEA's.
**The difference between allocation and expenditure is explained by funds being carried over.

d. Unduplicated Number of Pupils Who Participated in Title I Programs

The best estimates available of the unduplicated number of pupils in Title I projects are 36,200 in public schools and 5,028 in non-public schools. All projects are required to include non-public schools which have children from target areas if such schools exist within the school district and if the non-public schools wish to participate. In the event that there are no public schools within the public school district, or the non-public schools do not wish to participate, a letter to such effect is required.

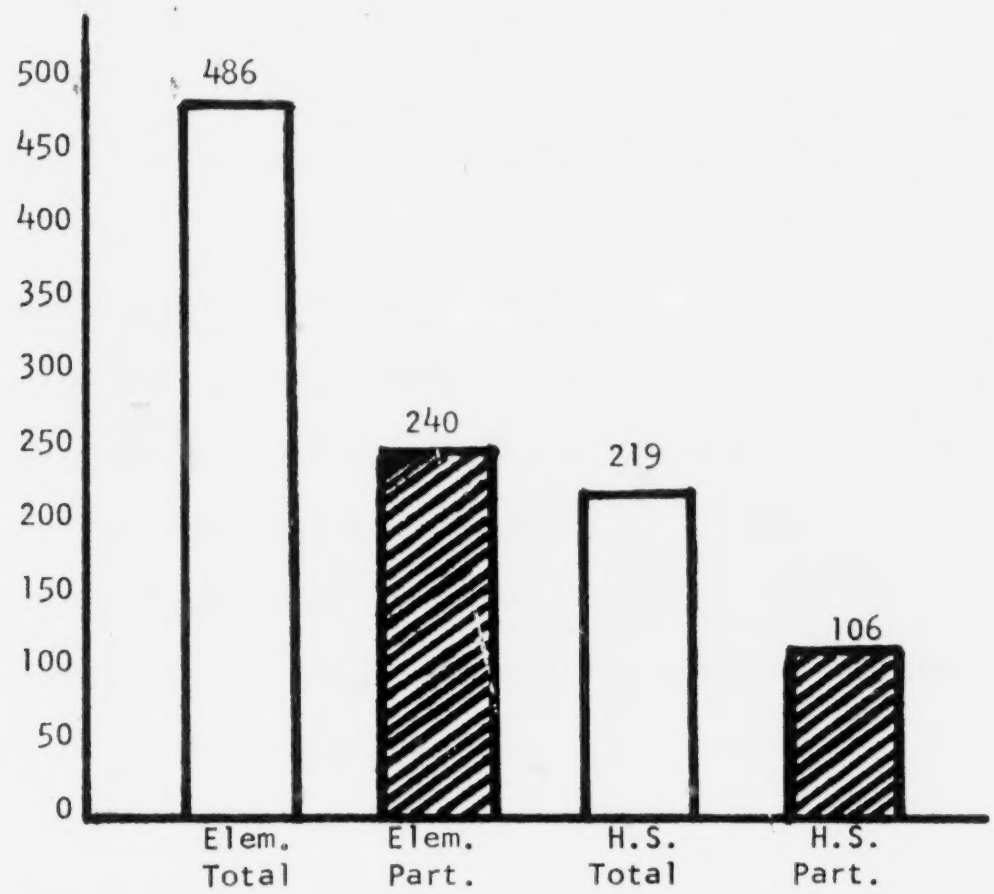
e. Demographic Data

Selected demographic data were assembled from a sample of Title I projects. These data serve three purposes: (1) they

provide some insight into the overall picture of Title I in Colorado, (2) they provide some baseline data for future comparisons and, (3) they provide some data for future decisions. In some instances, the number of projects included in the demographic data do not agree because some data were incomplete and data from additional projects were added as it became available in order to present a more adequate representation.

CHART 2

Comparison of the Number of Elementary
and High School Attendance Centers
Participating in a Sample of Title I Projects



Approximately 50% of the elementary and high schools included in the 75 projects in Chart 2 participated in Title I programs. An important point is the ratio of participating elementary

schools to participating high schools. The ratio of elementary schools to high schools participating is 2.3 to 1, slightly more than the 2 to 1 ratio of elementary to high schools for the State. This reflects the interest of the Title I staff in encouraging early attention to the problems of the educationally deprived student.

In Table 2, the encouragement of early attention to the problems of the educationally deprived child, as was noted earlier, is reflected by the distribution of the grade levels served by Title I projects. By combining the data in Table 2, it is found that approximately 50% of the projects focus upon grade nine or lower. The remaining projects include all grades within the participating schools. The Title I applications indicate, however, that emphasis is placed at the elementary school level.

The distribution of expenditures in Table 3 includes the 14 cooperative projects which include 82 school districts. Thus, the 77 projects represent 145 school districts. When the data in Table 3 are combined, slightly more than 50% of the projects have expenditures of $29,999, or less.

Table 4 presents the distribution of Title I per pupil expenditure for 77 projects which served 145 school districts. When the data are combined, approximately two-thirds of the projects are in the $100 to $250 per pupil range. However, the range for all 77 projects was from a low of $27 to a high of $771.

The data in Table 5 present another approach which might be used to examine per pupil expenditures. Not only is the amount

of money expended related to the number of students, but it is also related to the length of the programs. An inspection of Table 5 reveals that approximately 70% of the projects expended from $10 to $30 per pupil per month. The range for the 77 projects varied from a low of $3 to a high of $85.

Table 2

Distribution of Grade Levels
Served by Title I Projects

Grade Levels	Number of Projects	Percent of Total
K-12	20	28.2
1-12	14	19.7
K-6	8	11.3
1-8	7	9.9
1-6	5	7.0
1-9	2	2.8
2-6	2	2.8
2-9	2	2.8
K-8	2	2.8
4-8	1	1.4
4-12	1	1.4
1-4	1	1.4
1,3,8	1	1.4
3,5,6	1	1.4
1-2	1	1.4
2-8	1	1.4
1-6,11,12	1	1.4
2-6, 9-12	1	1.4
Total	71	99.9

Table 3

Distribution of Expenditures
by Title I Projects

Intervals	Number of Projects	Percent of Total
$9,999 or less	23	29.9
10,000-19,999	11	14.3
20,000-29,999	8	10.4
30,000-39,999	8	10.4
40,000-49,999	7	9.1
50,000-59,999	2	2.6
60,000-69,999	4	5.2
70,000-79,999	1	1.3
80,000-89,999	2	2.6
90,000-99,999	5	6.5
100,000 or more	6	7.8
Total	77	100.1

Table 4

Distribution of Per Pupil Expenditures
by Title I Projects

Interval	Number of Projects	Percent of Total
$49.99 or less	2	2.6
50.00-99.99	10	13.0
100.00-149.99	22	28.5
150.00-199.99	16	20.7
200.00-249.99	15	19.5
250.00-299.99	3	3.9
300.00-349.99	3	3.9
350.00-399.99	3	3.9
400.00-449.99	1	1.3
450.00-499.99		
500.00 or more	2	2.6
Total	77	99.9

Table 5

Distribution of Expenditures Per Pupil
Per Month

Intervals	Number of Projects	Percent of Total
$4.99 or less	2	2.6
5.00-9.99	7	9.1
10.00-14.99	19	24.7
15.00-19.99	17	22.1
20.00-24.99	7	9.1
25.00-29.99	11	14.3
30.00-34.99	6	7.8
35.00-39.99	4	5.2
40.00-44.99	1	1.3
45.00-49.99		
50.00 or more	3	3.9
Total	77	100.1

2. Colorado Department of Education's Title I Staff Visits to LEA's Participating in Title I

Staff visits to LEA's were designed to monitor the present programs, to evaluate progress, and to plan and develop future efforts in light of the evaluation. On-site visits are made by teams of consultants. Many times these are made in connection with inservice workshops. Emphasis of the workshops was on writing performance objectives, management-by-objectives and improving teacher competency.

Table 6

Visits by Four Title I Staff Members

	No. of Visits	% of Total Visits
Planning	38	19.7
Program Development	41	21.3
Program Operation	64	33.4
Evaluation	30	15.7
Other	19	9.9
Totals	192	100.0

One-fifth of staff resources were spent on the planning phase of future proposals. Consideration of the complexities of good planning was emphasized. The Title I staff members report that projects for FY 1971 did evidence a "clearer statement of objectives, more efficient use of staff time and use of time in keeping with the intent of Title I." The efforts of the staff further facilitated the formation of three additional co-ops.

Program development is an extension of planning that is concerned with designing activities, curriculum, and teaching strategies to bring about the implementation of the objectives. Title I Consultants relate the current research and practices to the identified needs of the individual project.

A third of the staff visits were general monitoring of the program. These visits included the checks for program integrity.

Also, the new thrusts or emphases were explained to the Local Education Agency on these visits. For example, emphasis in the assignment of staff to serve greater concentrations of Title I children rather than the entire school, i.e., counselors and library aides paid for by Title I money should serve a limited number of Title I children; reductions in the number of children assigned to special reading teachers. At the same time, more integration of the Title I efforts with the total school program was encouraged. Title I reading specialists were encouraged to consult with regular classroom teachers in order to reinforce both programs and to provide continuity of educational experiences for Title I children. One district plans to drop the counseling portion of Title I and will absorb the funding of a total district counseling program. This is one example of the integration of Title I philosophy into the total educational program of the district.

One-sixth of the Title I staff visits had as a major purpose the assistance of Local Education Agencies in their evaluation of the project. Time was spent on explaining the value of behaviorially stated objectives and objective-referenced measurement. Additional efforts on the part of the Department are needed to achieve an acceptable degree of specificity in some program objectives and their evaluation.

Chart 3

PREFIX — 892

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3. Changes the Colorado Department of Education Has Made in the Last Three Years in Its Procedures and the Effect of These Changes on Title I

Numerous changes have been made within the Colorado Department of Education in its working relationship with the U. S. Office of Education and Colorado Local Education Agencies. These changes have had an important effect on the administration of Title I programs within the state.

The Colorado Department of Education has been reorganized in a concerted effort to become more effective in improving the quality of education in Colorado. The decision to reorganize the Department was based on the realization that modern "explosions"--knowledge, technology, and population--have left the educational system in need of expansion and improvement. (See Chart 3)

The reorganization, with an emphasis on learning rather than teaching, will provide specialists with a variety of abilities to augment the Title I staff. Learning theory specialists will assist LEA's in studying student needs and necessary conditions for effective learning. Specialists in dissemination, evaluation, planning, and library services are more readily available than before the departmental reorganization.

a. Changes within the Colorado Department of Education to Improve the Quality of Title I Projects

Some of the larger projects have been assigned to teams of consultants resulting in a greater consensus among Title I staff members with respect to the criteria for the approval of projects. The team approach provides a wider base of consultant services for program developers.

Procedures have been formalized to obtain assistance and counsel from other units of the Colorado Department of Education

regarding the reviewing, planning, evaluating and monitoring of projects as well as assisting with the provisions of inservice training.

Earlier deadlines have been set for the districts' project submission. This has resulted in a longer time to work with the development of the project. This procedure allows modifications to be made well before the school year starts.

Greater emphasis has been given to the development of performance criteria in writing objectives. The districts are required in the evaluation to list for each objective: the desired outcomes, the activities conducted to achieve the desired outcomes, measuring procedures, and an interpretation of the data. (See Part II of Appendix C)

b. Changes within the Colorado Department of Education Which Insure Proper Participation of Non-public School Children

All projects provide information on non-public schools in their applications. Few projects separate their evaluation report into public and non-public schools, however, Denver is one notable exception. There are presently three representatives from private and parochial schools on the State Title I Advisory Committee.

c. Changes in the Colorado Department of Education Which Will Modify Local Projects in the Light of State and Local Evaluation

The LEA project developers are requested to include performance criteria in their objectives and to further consider these performance objectives separately in their evaluation. Consultants who approved individual projects are reading and signing the evaluations as well. They can, therefore, better

assist modification of the project in light of the preceding year's evaluation.

The Special Programs Unit and other members of the Colorado Department of Education staff review applications carefully to insure that proper performance criteria are written into objectives. In this effort, the Special Programs Unit works closely with the Planning Unit and the Assessment and Evaluation Unit.

4. Effect Upon Educational Achievement

All projects which submit applications must make provision in their evaluation component for the appropriate measurement of desirable outcomes. This involves pre- and post-testing of educational achievement. The available pre- and post-test data were used to formulate Table 7.

Table 7

Gains in 3rd Grade Reading Achievement and
Project Per Pupil Expenditure for Selected Projects

Number of Students	Gain in Grade Equiv. (Months)	Elapsed Time (Months)	Gain Divided by Elapsed Time	Gain Minus Elapsed Time	Per Pupil Expenditure
15	8	2	4.0	6	$180
17	13	7	1.9	6	285
66	11	8	1.4	3	232
6	8	7	1.1	1	82
9	2	1	2.0	1	295
18	7	7	1.0	0	202
18	7	7	1.0	0	295
17	8	8	1.(	0	82
203	6	7	..	-1	190
40	7	8	.9	-1	110
26	9	10	.9	-1	114
44	6	9	.7	-3	178
76	4	9	.4	-5	162

Data from projects used for Table 7 may not be representative of the state as a whole. These projects were distributed as follows: four were small rural districts; six were urban fringe districts; and three were small city districts. It should be noted in Table 7 that

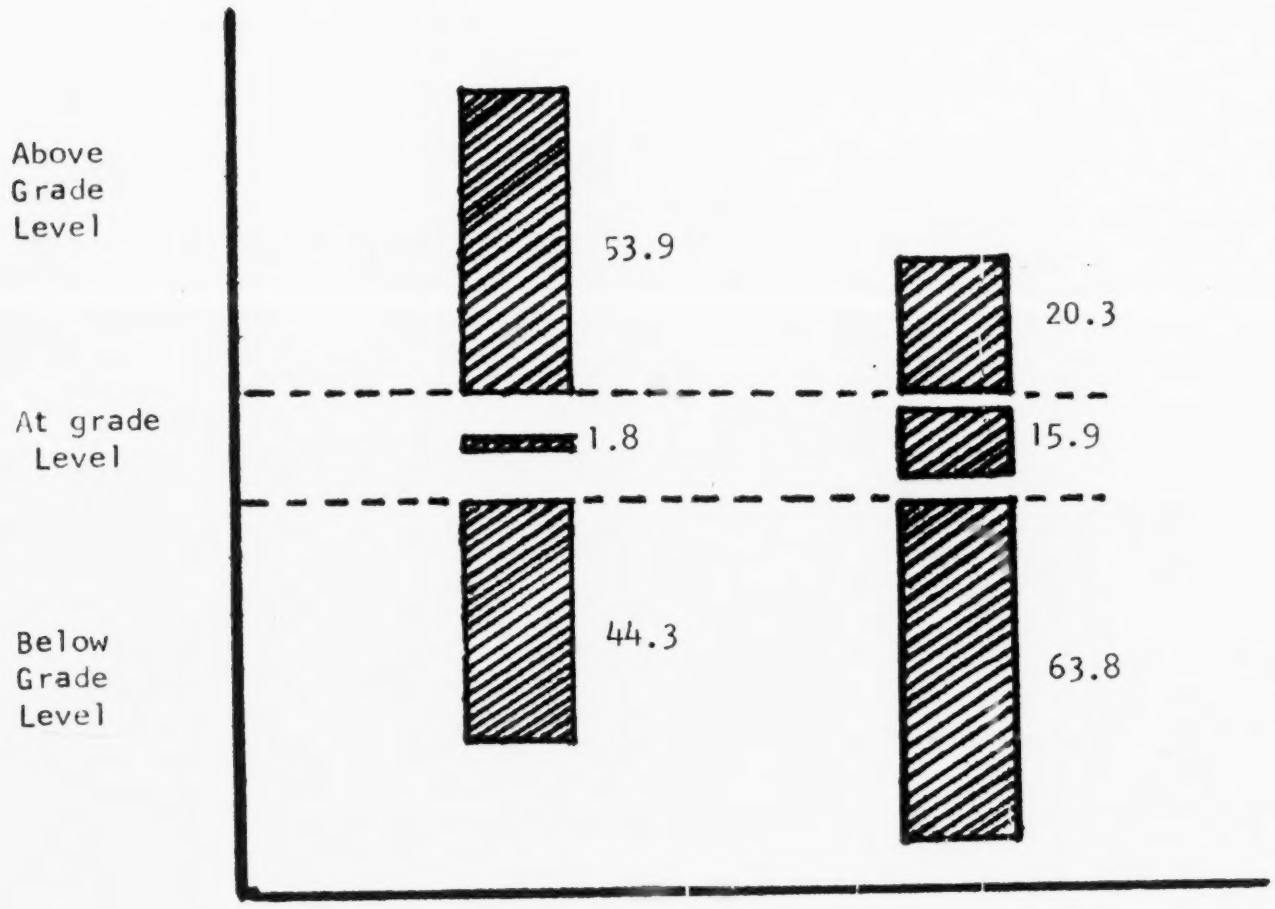
there are two ways of viewing gains. Elapsed time can be subtracted from gains, or the ratio of gains to elapsed time (gains divided by elapsed time) can be computed. Which method best tells the story? The difference between the gains and elapsed time is deceptive if the amount of elapsed time varies greatly. An eight months gain in two months (difference of six months) is a different rate of gain than thirteen months gain in seven months (also a difference of six months). A negative sign in Table 7 could be interpretated to be a loss of achievement, but this is not necessarily so because the students did improve some. However, they are losing ground in comparison with national norms.

The issue of how much should be expected from compensatory education is illustrated by these two views. Should the standard of acceptable "compensation" be more than a one month gain per month, or should the acceptable standard be a higher growth rate than the student has been making in years prior to the "compensation" effort? If a group of students have been gaining on an average of seven months per year, any ratio higher than .7 is "compensation" for their educationally deprived condition. One question to which Colorado educators should address themselves is "What are the standards of acceptable compensatory gain?".

Comparable post-test, only, data were available from 38 projects in 3rd and 6th grade reading. In a sample of 1,709 third graders, (see Chart 3) 53.9% of the students were in groups with mean grade equivalents above the national norm for the test given. Forty-four percent (44.3%) of the third grade students were in groups with mean grade equivalents below the national norms at the time of testing. A very small portion (1.8%) were in groups with a mean grade equivalent at the national norm.

Chart 4

Percent of 1,709 Students in Groups Above and Below Grade Level Norm
3rd, 6th Grade Reading Post-test



In these same projects, sixth graders demonstrated the downward shift in relation to the total population. Twenty percent (20.3%) of students were in groups with mean grade equivalents above the national norm. While 63.8% of students were in groups with mean grade equivalents below the national norm at the time tested, approximately a sixth (15.9%) were "at" the national norms.

Although norm-referenced data will still be collected, the planning of the Colorado Department of Education is turning toward the utilization of criterion-referenced measurement. Two of the major difficulties involved in obtaining comparable data with the use of LEA-administered, norm-referenced tests are the variety of tests that are used (there were 25 different tests used in testing programs throughout the state in FY '70)

and the time of the year when tests are administered. Through the identification and assessment of commonly held goals and objectives by means of sampling and assessment with objective-referenced measures, the status of achievement and the educational needs of children can be determined. The Colorado Department of Education feels that objective-referenced assessment provides a fresh breakthrough in student outcome reporting. Much work needs to be done to broaden the base of assessment programs, items, and objectives. Specifically, development needs to be centered in the affective and psychomotor domains.

A pilot project was conducted to develop and field test the first effort of Colorado's objective-referenced assessment. The project tested a sample of 12,000 students in 31 school districts across Colorado in kindergartens, grades 3, 4, 6, 9, 11, and 12. Twenty-three of these districts, 71 out of 209 schools with approximately 3,500 students, were identified as Title I schools; however, Title I students were not identified.

Two types of data were collected: (1) student responses to Common Status Measures of Occupational Cognizance and Verbal Status, and (2) student responses to items assessing achievement of certain curricular objectives. Additional information is available in Assessing Educational Outcomes in Colorado, December, 1970, Colorado Department of Education, Denver, Colorado, which gives promise for the future in providing statewide data to be used in analysis of expenditure of the categorical programs.

The Title I staff, through repeated on-site evaluations, feedback from participants and analysis of recent research of successful programs, has found that the following program conditions are present in effective programs.

(1) Concentration of funds on students with clearly identified needs.

(2) Objectives specifically written in performance terms.

(3) Comprehensive assessment of student needs.

(4) Coordination and integration of local resources and agencies.

(5) Thorough inservice training of staff for understanding goals of program and needs of the educationally deprived.

(6) Low pupil-teacher ratio.

5. The Effect the Title I Program Had on the Administrative Structure and Educational Practices of the Colorado Department of Education, LEA's and Non-public Schools

The State Title I staff reports that because of Title I, the Colorado Department of Education is taking a greater look at how children learn. They point out that the Department's reorganization has emphasized learning rather than teaching. As a result, all units and programs are addressing their objectives to learner needs instead of institutional needs.

In addition, the Colorado Department of Education is adopting the management-by-objective approach in all its planning as a step toward accountability. The management-by-objective procedure requires statement of objectives in performance terms. Title I was a forerunner in encouraging the use of this approach.

Title I has encouraged the creation of cooperatives to provide for increased services to children and more efficient administration for smaller school districts. Fourteen such cooperatives are functioning in the rural areas of Colorado with the idea that improved, more consistent leadership can be realized. As explained in earlier Title I annual reports, the cooperative efforts, fostered in large measure by Title I, have concentrated other state and federal funds in a united approach to identified educational problems. Funding sources, other than Title I used by the Cooperatives, are: Special Education, Vocation Rehabilitation, ESEA, Title VI, Colorado S.B. 174, Educational Professions Development Act (EPDA), Adult Basic Education (ABE), and LEA budget allocations.

The fourteen cooperatives, made up of 82 Local Educational Agencies serving 5,892 students, utilized a little over one million dollars in Title I ($1,018,000) money and $1.3 million from other funds.

Another outcome of the movement toward cooperation between smaller districts is the proposed state legislation which will establish Boards of Cooperative Services as entities in their own right with a specific state appropriation. The proposed legislation, if passed, will provide funds for administration of programs, thus freeing more of the project money for children.

6. Additional Efforts to Help the Disadvantaged

a. Eighteen Colorado School Districts and five Board of Cooperative Services were awarded nearly $2 million in state money for the 1969-70 fiscal year for programs for children who read two or more years below grade level. The money was provided by the 1969 Legislature for districts or areas with a "high concentration of children who are not achieving up to their grade levels."

Participating Local Education Agencies reported 7,619 students in the state's compensatory education program called Educational Achievement Act of Colorado. The largest grant was $819,000 for Denver which was used in six different programs "assisting disadvantaged youth to improve their educational achievement."

The smallest grant was $7,581 to Fort Lupton. The average grant was $86,087. The average per pupil expenditure of all 23 programs in 1969-70 was $343. This amount is considerably more than the average per pupil expenditure provided in Title I programs. Two-thirds of Title I programs fall into the range of more than $100 per pupil to less than $250 per pupil. Twenty percent (20.7%) of Title I projects provide an average per pupil expenditure between $150 and $200. The average per pupil expense for 81 Title I projects was $185.

The Colorado Educational Achievement Act allowed Local Education Agencies to identify and assist some schools other than Title I, and in some cases, to provide additional resources to Title I schools for children with reading problems.

b. A selected annotated bibliography of materials for Colorado schools and libraries, Our Multicultural Society, was prepared by a Human Relations Task Force Committee within the Colorado Department of Education. The purpose of the bibliography is to assist educators in identifying suitable materials for classroom usage and for teacher references to augment the multicultural study of the Afro-American, American Indian, Asian American, and Hispano.

The purpose of Title I is to assist the educationally deprived children. The Colorado Department of Education does not assume that minority groups are the "educationally deprived." However, educators have found that some of the needs of some "educationally deprived children" are met by the development of a more positive self-concept. One of the approaches to raising a person's self-concept is to elaborate for him the contributions of people like him. The curricular materials similar to those in Our Multicultural Society are also considered to contain important content for majority group members.

c. A number of ESEA Title III programs have demonstrated desirable coordination with Title I. Under Title III, Northglenn developed a "dial-a-tape" program linked to the Title I school. This allowed the educationally deprived child extra enrichment in certain subject matter areas.

In La Junta, A Title III project called "Family Involvement in Education" has as its basic long range objective the reduction of the number of dropouts. Parent-teacher communications are being improved through the use of Spanish speaking para-professionals trained as Home-School Representatives.

Many of these homes are those of Title I children. This improved communication is not a one-way channel. The project is not just trying to convince the community that the educators are doing everything right. The Home Representatives, some of which are members of the community, also have helped the teachers and administrators to better understand the cultural differences that are sometimes not apparent.

d. A local project in Fort Collins provides a good example of coordination through funding between Title I and one of the Office of Economic Opportunity programs. This joint effort supports a Head Start program for approximately 125 four-year-olds.

e. The United States Department of Agriculture supports 1,095 lunch and 84 breakfast free and reduced meal programs for needy children. Also, 69 cash reimbursements for breakfast, lunch, supper, and two snacks a day were approved for day care centers and recreation centers in impacted areas in Colorado.

f. There are four Follow Through programs in Colorado. Title I funds support up to 15% of a Follow Through project. Follow Through provides the continuity needed in compensating for educational deprivation and follows Head Start graduates through grade three.

7. The Success of Title I in Bringing Compensatory Education to Children Enrolled in Nonpublic Schools

All districts that have nonpublic schools are required to specify what is being done to bring compensatory education to children enrolled in nonpublic schools. The approach is to include those nonpublic schools that have students resident in the target area.

During FY '70, 5,028 nonpublic school children were eligible for assistance under the provisions of Title I. These students were enrolled in 70 nonpublic attendance centers within the target areas of 29 public school districts.

Among the 70 nonpublic schools participating under Title I, Reading (32.9%) and English (11.4$) were the most frequently offered subject matter courses offered. Culturally related activities (8.6%), Math (7.1%), and Special Education (7.1%) were the next most frequently offered subjects.

Services were also provided for nonpublic school students. Health services appeared to be the most frequently provided in that 20 percent of the schools provided such services as physical, optical, audial, and dental examinations. The next most frequently offered services were psychological (12.9%), social (12.9%), guidance and counseling (11.4%), and speech correction (7.1%).

Singular examples of coordination between nonpublic school and public school officials are apparent when reviewing the local evaluation reports. Denver, in cooperation with the Catholic Archdiocese of Denver, has programs designed to meet the needs of educationally deprived youth in nonpublic schools. The Reading Maintenance and Improvement project served 175 students in grades 1-6 in seven nonpublic schools. An additional program of tutoring students with specific weaknesses in Language Arts, Reading, and Mathematics from twelve nonpublic schools involved 336 students and 29 part-time teachers. Other Title I

projects have made appropriate arrangements for nonpublic school students, such as part-time placement of Title I teachers in nonpublic school attendance centers to serve eligible Title I children in programs designed to meet their needs.

8. LEA-Conducted Coordinated Teacher-Teacher Aide Training Programs Including Number of Participants in Each Project

Workshops conducted for Title I personnel encompassed such topics as:

Learning disabilities
Reading
Use of media and audio visual equipment
Team teaching
Individualized instruction
Follow Through concept
Cooperation of other agencies
Learning theories
Human relations
Listening skills
Arts and crafts

These workshops for professional and para-professionals were offered in a variety of formats. Some were three to five day orientations prior to the opening of school. Others were regularly scheduled, i.e., one-half day per month, once a week, one Saturday a month, etc. Another workshop was conducted on a weekend retreat format.

Inservice programs were conducted by:

Local Education Agency staff, e.g., Diagnostic Center Personnel
College and University staff members
Colorado Department of Education Staff
Other agencies, e.g., Children's Hospital Staff or Colorado Department of Public Health

From a sample of projects representing 50% of the Title I students, an estimate of the degree of participation in Title I inservice training programs was made. (See Tables 8, 9) The cost of inservice training at the LEA level was $27,000.

Table 8

Inservice Training Provided by Local Education Agencies

Type of Personnel	Number
Teachers	568
Teacher Aides	176
Other	84
Total	828

Table 9

Volunteer Participation in Title I

Type of Personnel	Number
Parents	348
Other Adults	120
Youth	12
Total	480

9. Nature and Extent of Community and Parent Involvement in Title I Programs in Colorado

The Title I staff reports that 19 of the 98 programs had plans for Parent Advisory Councils.

Effective Parent Advisory groups and school personnel have sought a relationship of mutual respect. Communication has come from seriously intended contacts on both sides, keeping the welfare of the children and the goals of the program uppermost in everyone's mind. The Parent-Advisory Council requests the participation of all the Title I administrators, as well as teachers, aides, and many of the silent parents of the community.

During the school year, parents and community organizations were involved in a variety of activities with Title I projects. The following is a brief list of typical activities:

1. Parents accompanied students on field trips.
2. Parents attended presentations by Title I classes.
3. Parents attended informal discussion groups interested in Title I projects.
4. Parents were visited in their homes.
5. Parents were invited to visit the Title I class of their child.
6. Parents were consulted about the needs of Title I programs.
7. Civic clubs provided needed services, such as buying glasses for children.
8. Parents were asked to evaluate the effectiveness of the Title I programs through visitations and questionnaires.
9. Parents also corresponded with Title I teachers relative to the needs of children.

Section III

Utilization of Resources

To determine the extent of felt or demonstrated priorities in a large statewide program such as Title I, evaluators frequently use an analysis of the utilization of available resources. For instance, if an expressed priority, or objective, is the early identification and treatment of learning disabilities, the distribution of students served by the directly educative and pupil services should favor the elementary level rather than the secondary. In the event that stated objectives or priorities are not available, it is possible to assume implied priorities by the distribution of resources.

For the purposes of this report, an analysis of the utilization of resources was conducted using data supplied by 25 programs throughout the state. These 25 programs were randomly selected to be participants in a project designed to develop a data collection system which would provide uniform information about programs which received federal funds. As participants, they completed the sections of a Consolidated Program Information Report (CPIR) which pertained to their district. One section dealt with compensatory education provided children from low income areas. It was this section only which was used when we refer to the CPIR. Additional information which was available from the Title I staff was also used in an analysis of the types of subjects and activities provided by the various programs.

Direct Educative - Grade Level

The data presented in Table 10 follows the format used in the CPIR which divides the programs into two types: remedial and regular. The number of students reported in the table represent a duplicated county; that is, one student may be counted as being provided Reading, English, and Cultural subjects. However, a duplicated count is useful to provide

a strong indication where the programs have placed their emphasis. An examination of the total number of students receiving each subject reveals that remedial reading is provided the greatest number of students. Remedial English is the second most frequent remedial subject. Within the regular program, Social Studies, Math/Natural Sciences, and English are provided for the greatest number of students. The data in Table 10 also indicate that emphasis is placed at the elementary level which was the stated priority of the Colorado Title I program.

Supportive Services - Grade Level

Analysis of the data presented in Table 11 is somewhat more complicated than the straightforward trends found in Table 10. An examination of the total number of students receiving each service listed reveals that the greatest number of students most frequently received the following services: health service, attendance/social work services, food services, and psychological services.

A comparison of the percent of students by grade levels which received the various services reveals an almost even distribution. The largest percentages involving elementary students were for the following services: audio-visual testing, school psychological, pupil transportation, and food services. Services provided primarily to secondary students were: vocational and other types of counseling, health services, student subsidies, and other pupil services. Attendance and social work services were approximately evenly distributed between elementary and secondary students.

Staff Utilization

From the data in Table 12, a trend, or at least an inclination may be discerned to utilize full-time personnel in the direct educative aspects of the programs and to use supportive personnel on

Table 10

Distribution of the Number of Students Receiving Direct Educative Subjects by Grade Level Served (25 Programs Completing CPIR)

	Pre-kindergarten-Kindergarten		Elementary		Secondary		Nonpublic		Total	
	N	%	N	%	N	%	N	%	N	%
Remedial:										
English	728	24.3	1,728	57.7	287	9.6	252	8.4	2,995	100.0
Reading	1	0.0	3,845	62.4	1,530	24.8	782	12.7	6,158	99.9*
Cultural	380	23.1	1,093	66.5	102	6.2	68	4.2	1,643	100.0
Social Studies	404	25.4	692	43.5	474	29.8	19	1.2	1,589	99.9*
Math/Natural Sciences	380	23.1	711	43.3	439	26.7	112	6.8	1,642	99.9*
Other	51	3.7	1,164	83.3	110	7.9	72	5.2	1,397	100.1*
Regular:										
English	859	22.7	2,402	63.5	521	13.8			3,782	100.0
Reading	85	5.0	1,610	94.1	10	.6	6	.4	1,711	100.1*
Cultural	849	90.2	82	8.7	10	1.1			941	100.0
Social Studies	834	19.5	2,334	54.6	1,089	25.5	20	.5	4,277	100.1
Math/Natural Sciences	789	18.9	2,306	55.2	1,061	25.4	20	.5	4,176	100.0
Other	15	14.0	82	76.6	10	9.3			107	99.9*

*Due to rounding

Table 11

Distribution of the Number of Students Receiving Supportive Services by Grade Level Served (25 Programs Completing CPIR)

	Pre-kindergarten-Kindergarten		Elementary		Secondary		Nonpublic		Total	
	N	%	N	%	N	%	N	%	N	%
Audio-Visual	117	1.8	4,036	61.8	2,084	31.9	289	4.4	6,526	99.9*
Pupil Services:										
Guidance and Counseling:										
Vocational			82	9.5	695	80.6	85	9.9	862	100.0
Other	27	1.3	851	40.2	1,241	58.6			2,119	100.1*
Testing	90	1.6	4,054	70.9	1,557	27.2	20	.3	5,721	100.0
School Psychological	105	4.4	1,643	69.1	628	26.4			2,376	99.9*
Attendance/Social Work	636	10.5	2,448	40.5	2,863	47.4	94	1.6	6,041	100.0
Health Services	969	13.1	2,341	31.7	4,076	55.1	9	.1	7,395	100.0
Student Subsidies			349	17.8	1,487	76.0	120	6.1	1,956	99.9
Pupil transportation	1,227	35.3	1,324	38.1	689	19.8	234	6.7	3,474	99.9
Food Services	1,233	21.4	3,155	54.6	1,144	19.8	243	4.2	5,775	100.0
Other Pupil Services	24	.7	215	6.0	3,366	93.3			3,605	100.0

*Due to rounding

a half-time or less basis. Seventy-five percent of the teachers at both the elementary and secondary levels were employed full-time, as well as the majority of educational aides. The majority of administrative and pupil service personnel were employed half-time or less, although the difference was rather small. Although educational aides were used, the ratio was one aide for every two teachers.

Distribution of Expenditures

In any interpretation of data, one must guard against the possibility of misinterpretation which may be caused by unusual conditions. Such a condition exists in the analysis of the distribution of expenditures data for Title I. One of the programs completing the CPIR was the Denver Public Schools, which is the largest program in Colorado. The Denver Public Schools utilized funds made available by the State of Colorado under Senate Bill 174 to provide their major thrust in reading. As a result, the amount expended under Title I for direct educative services was much less than the pattern for the remainder of the programs. To illustrate this point, two pie charts were prepared with Denver included in one, but not the other. An inspection of Chart 5 reveals that when Denver is included, the percent expended for direct educative services is reduced from 64.8% to 52.1%, while the percent for supportive services increases from 22.9% to 36.5%. It is our belief that the one with Denver excluded is more representative of the distribution of expenditures for Title I programs.

Distribution of Direct Educative Services by Programs

Additional information pertaining to the distribution of direct educative services was sought to provide an additional dimension to the understanding of the operation of Title I. A source of information was found in the brief descriptions of Title I programs written by the Title I consultants. The original purpose of these descriptions was to

Table 12

Distribution of Staff Utilization by
Amount of Time Employed

	Less Than Half-time		Half-time		Full-time		Total	
	N	%	N	%	N	%	N	%
Professional:								
Elementary teachers:								
Vocational Attitude and Basic Skills	57	11.2	70	13.8	380	75.0	507	100.0
Secondary teachers:								
Vocational Attitude	50	74.6	2	3.0	15	22.4	67	100.0
Basic Skills	40	16.6	20	8.3	181	75.1	241	100.0
Administrative/Supervision	41	43.2	9	9.5	45	47.4	95	100.1*
Pupil Services	65	35.5	39	21.3	79	43.2	183	100.0
Non-professional:								
Educational Aides	29	13.2	60	27.3	131	59.5	220	100.0
Other	14	9.4	48	32.2	87	58.4	149	100.0
Total	297	20.3	248	17.0	918	62.7	1,463	

Ratio of teachers to Educational Aides: 2.2 to 1

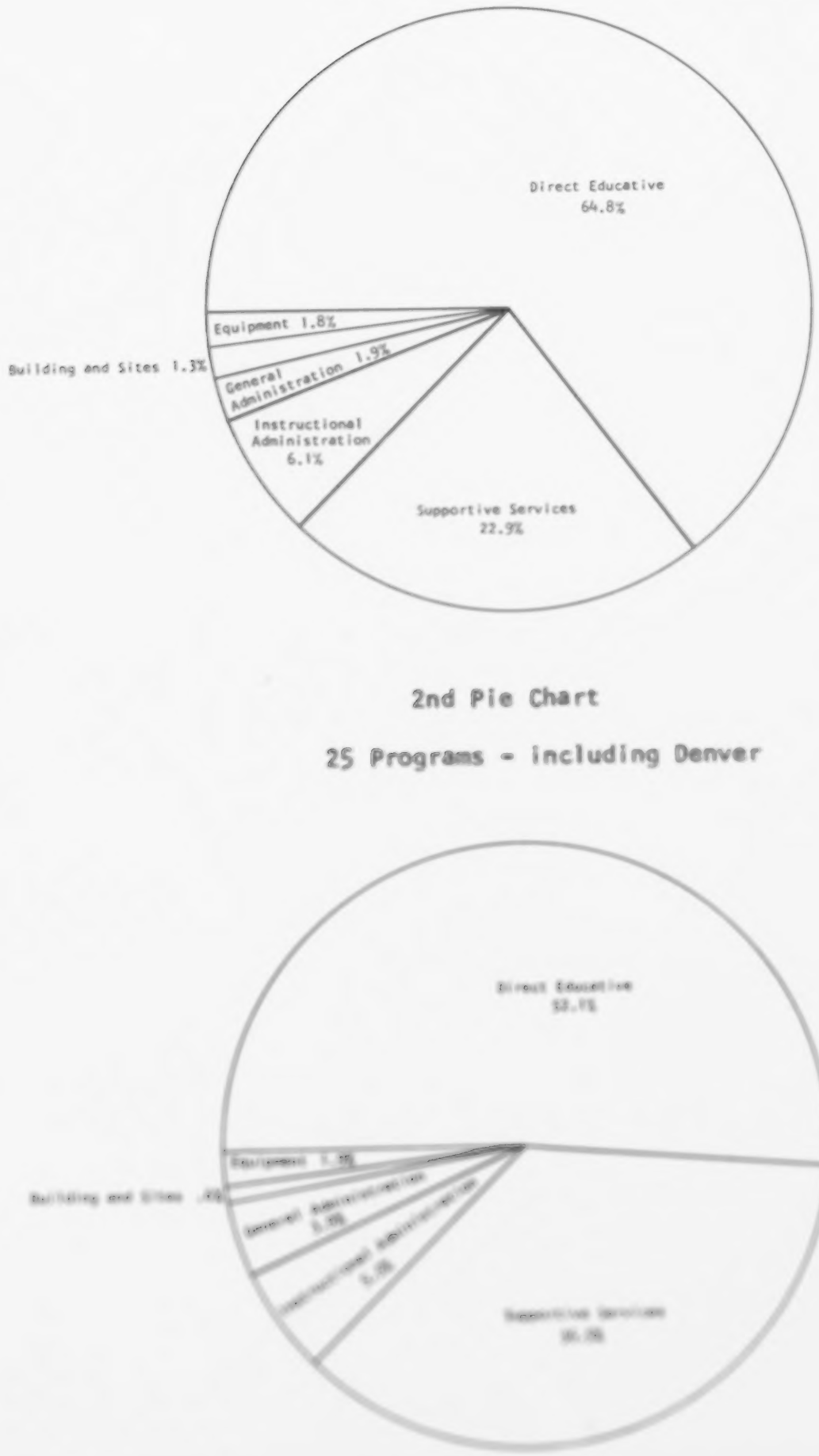
*Due to rounding

Chart 5

Distribution of Program Expenditures

1st Pie Chart

24 Programs - excluding Denver



2nd Pie Chart

25 Programs - including Denver

provide each consultant with some knowledge about the programs serviced by the other members of the staff. While the descriptions were not developed for the purpose in which we have used them, they have proved to be a useful source of data. These brief descriptions have been placed in Appendix D for the expressed purpose of sharing the information with local programs. Local programs with similar projects may wish to share information and experiences.

The inclusion of the brief descriptions is only one effort to share information. Several pamphlets describing various projects have been distributed throughout the state. Articles about Title I operations and projects have been published in the newspaper prepared by the Colorado Department of Education. Also, a slide and tape presentation about Title I has been prepared. However, one area of concern remains to be dealt with effectively. Some means to disseminate information about effective or exemplary programs needs to be implemented.

The data obtained from the descriptions of Title I programs are presented in Table 13 and Table 14. Among the 98 programs offering compensatory education, 75.5% were providing reading instruction. This was by far the most frequently offered subject. Approximately one-quarter (24.5%) of the programs were providing instruction in Math and 17.3% were offering English, Language Arts, or Communications subjects. Approximately one-third of the programs utilized individualized and small group instruction. Health and psychological services were provided by 45.9% and 31.6% of the programs.

Table 13

Distribution of Subjects Taught and Methodology Employed
by the Ninety-eight Title I Compensatory Programs

Subject Matter	Number of Programs	%
English, Language Arts, Communication	17	17.3
Reading	74	75.5
Cultural	12	12.2
Social Studies	4	4.1
Math	24	24.5
Science	3	3.1
Educationally Mentally Handicapped	4	4.1
Physical Development, Coordination, Perceptual-Motor	4	4.1
Vocational	10	10.2
Educationally Handicapped	14	14.3
Special Education	8	8.2
Pre and Post-kindergarten	4	4.1
Methodology		
Individualized and Small Group Instruction	32	32.7
Field trips	12	12.2
Work study	4	4.1
Diagnosis of Learning Disabilities	9	9.2
Recreation	7	7.1
Teacher Aides	17	17.3
Tutorial	8	8.2

Table 14

Distribution of Services Provided
by the Ninety-eight Title I Compensatory Programs

Services	Number of Programs	%
Health	45	45.9
Psychological	31	31.6
Social, Welfare, and Attendance	17	17.1
Guidance and Counseling	17	17.1
Speech Correction	15	15.3

While it was not reported in Table 13 or Table 14, there was some evidence that a few programs were making an effort to deal in a direct manner with some of the intangible aspects of education. Efforts to improve the self-concept of the student, develop social maturity, improve a student's attitude toward schools, improve emotional stability, and

increase social interaction were being made. Quite often the intangible aspects of education receive only incidental treatment; thus, it is encouraging to note the efforts of some to provide concentrated activities to enhance the student's development in these areas.

Section IV

RECOMMENDATIONS

Because the approaches to the needs of the educationally deprived vary so widely between, and even within, local education agencies, it is impossible and unfair to assess those benefits in any single overall way at this time. The Title I legislation does not specify any single subject matter purpose for which programs are to be designed. Instead, the law allows each local school district to formulate the objectives and plan the desired outcomes of their special efforts.

Recent questions asked of Title I by congressmen by representatives of the media, and by special interest groups have led to superimposed goal statements concerned with improved reading and math scores. If the above interpretation of the law is correct, these groups are calling for a national or state program that was not intended by law.

Colorado recognizes that certain types of data are necessary for reporting and decision-making purposes at the national level. This need is reflected by some of the following recommendations:

1. Basic questions to be considered in the evaluation of the state program should be formulated prior to the beginning of the program. If the questions are not available until after the programs have begun, much needed data are lost.
2. Data collection procedures should be stabilized to permit the use of comparative baseline data from year to year.
3. In addition to the required annual evaluation, the Title I program should focus in depth on one or two issues, e.g., effectiveness of inservice training of personnel, outcomes

of parent involvement. Another focus might be a longitudinal study of the effects of continued compensatory treatment versus short-term treatment.

4. The relative stability of a program does not require a continuous look at some components. For example, a closely examined study of cost effectiveness does not need to be replicated each year, rather such a study might be scheduled on a two, three, or four year basis.
5. The time schedule for national information collecting procedures, such as the products of the Belmont system, should allow sufficient time for State Education Agencies to adequately use the data in the preparation of their required reports.
6. The potential value of the instruments developed by the Belmont Project will be achieved only through the cooperative efforts at all levels--local, state, and national. If the needs for data of Title I are to be met, requirements by the program officer must be made known in advance of the time for development of the instruments so that appropriate forms can be designed and distributed.

APPENDIX A

STATE TITLE I, ESEA EVALUATION QUESTIONS FOR FY 1970

1. Provide the following basic State statistics:

   a. Total number of operating LEA's in the State
   b. Number of LEA's participating in Title I
      (1) during the regular school term only
      (2) during the summer term only
      (3) during both the regular school term and the summer term
   c. Number of Title I programs
   d. Unduplicated number of pupils who participated in Title I programs
      (1) enrolled in public school
      (2) enrolled in nonpublic schools

2. During FY 1970 indicate the number of SEA Title I staff visits to LEA's participating in Title I. By objective of visit (planning, program development, program operation, evaluation, etc.), specify the purposes of these visits and their effect on the development, operation, and evaluation of local projects. Indicate proportion of visits, by type.

3. Describe any changes your agency has made in the last three years in its procedures and the effect of such changes to:

   a. improve the quality of Title I projects
   b. insure proper participation of nonpublic school children
   c. modify local projects in the light of state and local evaluation

4. Effect upon Education Achievement

   a. What effect, if any, has Title I had upon the educational achievement of educationally deprived children including those children enrolled in nonpublic schools in your State? On the basis of objective statewide evidence--not testimonials or examples but hard data--describe the impact on reading achievement levels of educationally deprived pupils, including nonpublic school pupils. With standardized achievement test results, compare the achievement of participants in Title I projects to that of all pupils of the same grade level in the State using current national and statewide norms, specifying the norms used. All evidence should be based on the educational performance of a significant number of Title I participants in your State. Indicate the number of Title I participants for which data are presented.
   b. What are the common characteristics of these Title I projects in your State that are most effective in improving educational achievement?
   c. What evidence, if any, have you found in your State that the effectiveness of Title I projects is related to cost?

5. What effect, if any, has the Title I program had on the administrative structure and educational practices of your State Education Agency, Local Education Agencies, and nonpublic schools?

State Title I, ESEA Evaluation Questions for FY 1970

6. Additional Efforts to Help the Disadvantaged

   a. If State funds have been used to augment Title I programs, describe the number of projects, objectives of the programs, rationale for increased funding with State money, and the amount and proportion of total program funds provided by the State for the 1969-70 school year. Indicate the number of projects, number of participants, objectives of the programs, and the level of funding for the 1969-70 school year. Provide data separately for all compensatory education programs if any, supported entirely by State funds which were operated specifically for the educationally deprived.
   b. Provide descriptions of outstanding examples of the coordination of Title I activities with those of other federally funded programs. Identify the other programs and agencies involved.

7. Evaluate the success of Title I in bringing compensatory education to children enrolled in nonpublic schools. Include in your evaluation such factors as the number of projects, the quality of projects, the time of the day and/or year when projects are offered, the adaptions to meet the specific educational needs of educationally deprived children in nonpublic schools, changes in legal interpretations, and joint planning with nonpublic school officials.

8. How many LEA's conducted coordinated teacher-teacher aid training programs for education aides and the professional staff members they assist? What was the total number of participants in each project? Describe the general patterns of activities and provide specific examples of outstanding joint training programs.

9. Describe the nature and extent of community and parent involvement in Title I programs in your State. Include outstanding examples of parent and the community involvement in Title I projects.

APPENDIX B

A COMPARISON OF DROPOUT RATES OF TITLE I AND NON-TITLE I HIGH SCHOOLS (10-12) IN SELECTED DISTRICTS AND STATE RATES (10-12) 1965-66 - 1969-70

		Title I (selected)	Non-Title I (selected)	State
PROJECTED DROPOUT RATE (Percent)				
(M)	1965-66	36.4	21.1	22.9
	1966-67	35.6	21.7	23.1
	1967-68	35.0	22.1	24.0
	1968-69	38.4	26.4	23.7
	1969-70	33.4	22.3	21.2
(F)	1965-66	27.3	13.1	17.3
	1966-67	26.6	12.9	17.2
	1967-68	26.7	16.5	18.3
	1968-69	30.8	15.5	18.8
	1969-70	25.5	14.3	17.6
(T)	1965-66	32.0	17.3	20.2
	1966-67	31.3	17.6	20.3
	1967-68	31.0	19.5	20.8
	1968-69	34.7	21.2	21.4
	1969-70	29.6	18.4	19.5
ANNUAL DROPOUT RATE (Percent)				
(M)	1965-66	14.1	7.5	8.3
	1966-67	13.7	7.8	8.4
	1967-68	12.6	6.9	9.0
	1968-69	12.7	7.9	9.4
	1969-70	11.1	6.2	8.0
(F)	1965-66	10.0	4.6	6.1
	1966-67	9.8	4.5	6.0
	1967-68	9.5	4.9	6.9
	1968-69	10.5	4.9	7.1
	1969-70	8.8	4.5	6.5
(T)	1965-66	12.1	6.1	7.3
	1966-67	11.8	6.2	7.3
	1967-68	11.1	6.0	8.0
	1968-69	11.6	6.4	8.3
	1969-70	10.0	5.3	7.3

COLORADO DEPARTMENT OF EDUCATION
Division of Title I, ESEA

ANNUAL EVALUATION REPORT OF PROGRAM ACTIVITIES

TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT
(P. L. 89-10)

PART I - General Information

A. School District _____ Street Address _____

City or Town _____ Zip Code _____ County _____

Certification

I hereby certify that, to the best of my knowledge, the information contained in this evaluation report is correct.

Typed Name and Title of Authorized Agency Representative	Signature (Authorized Representative)
Date Signed	Telephone

B. Approval of State Education Agency

I hereby certify that I have reviewed this evaluation report and that, to the best of my knowledge, the information contained in the report is correct.

Typed Name and Title of State Approving Official	Signature (CDE Official)
Date Signed	Telephone

C. Number of schools in the district:

	Elementary	Secondary	Total
Total Number of Schools			
Schools with Participants			

D. Name of Attendance Centers (Schools) that participated in the Title I Program (P. L. 89-10)

*Name of School	Enrollment (October)	Number of Low-Income Children

*Attach separate list if more space is needed.

E. Number of children who reside in the total school district by the ethnic or racial characteristic given below:

White	Negro	Puerto Rican	American Indian
Oriental	Mexican-American	Other (Specify)	Total

F. Number of children who participated in the Title I project by race or ethnic characteristic given below:

White	Negro	Puerto Rican	American Indian
Oriental	Mexican-American	Other (Specify)	Total

G. The number of high school graduates in the total district from:

1. High schools participating in Title I program activities _____
2. High Schools participating in neither Title I nor S. B. 174 _____

H. Title I program activities were conducted during what time of the school year:

Regular School Term Only _____ Check

Summer School Term Only _____ Check

Both Regular & Summer _____ Check

COLORADO DEPARTMENT OF EDUCATION
Division of Title I, ESEA

PART II - Project Evaluation Report

1. Project Statistics:

   a. Length of the project in months_____

   b. Beginning date of project_____ Ending date of project_____

   c. Grade levels included in the project_____

   d. Total expenditures from Title I fund_____

   e. Total number of pupils participating (unduplicated count) in this project (Same as Part I, Item F Total)_____

   f. Average per pupil expenditure ("d" divided by "e")_____

2. Objective Measures of Achievement:

   Title I, ESEA, was instituted "...to provide financial assistance to local educational agencies serving area with concentrations of children from low-income families to expand and improve their educational programs..." Special information regarding academic achievement in reading and mathematics is requested in Part III of this report Form.

3. Evaluation of Specific Project Objectives:

   a. Attach a report listing each performance objective separately using the following outline:

      1. Objective (stated in terms of observable pupil behavior or expected level of performance, for how many pupils, to be achieved by what date, at an approximate cost not to exceed):

         (a) Desired outcomes (stated in terms of specific levels of performance and observable pupil behavior)

         (b) Activities to achieve desired outcomes (include average time spent in each activity, i.e., 5 hours per week; 2 hours a day; etc.)

      2. Identification of measuring instruments, methods, and procedures used in evaluating the objective.

      3. Interpretation of data and the results of activities related to the objective.

   b. List the objectives stated in the project application which were not accomplished, possible reasons for failure, and what modifications in these objectives or activities are planned for next year.

4. Summarize Conclusions:

Summarize your conclusions in terms of the overall effectiveness of the project with particular emphasis on performance and behavioral changes in pupils, teachers, and curriculums. Include explanations of attitude assessment and methods, instruments, and procedures used in determining affective changes in pupils and teachers.

5. Optional Attachments:

The following materials, if available, can round out the evaluation report:

a. Sample copies of locally developed instructional materials and evaluation instruments which are particularly effective.

b. Outstanding anecdotes of a human interest nature concerning the impact of the project on people (pupils, teachers, parents, the community) who are involved in the school program.

PART III - Achievement Test Results in Reading and Mathematics

Some standardized achievement tests do not have total scores in reading and mathematics from which you can determine a median score for the total test. In these instances, report median scores for the following indicated sub-tests:

NAME OF TEST	SUB-TESTS	
	READING	MATHEMATICS
California Achievement Test	Comprehension	Reasoning
Comprehensive Test of Basic Skills	Comprehension	Concepts
Iowa Test of Basic Skills	Comprehension	Problem solving
Iowa Test of Educational Development	Reading: Literature	Quantitative thinking
Metropolitan Achievement Test:		
Primary I	Reading	Arithmetic concepts and skills
Primary II	Reading	Arithmetic
Elementary Battery	Reading	Problem solving and concepts
Intermediate Battery	Reading	Arithmetic problem solving concepts
Advanced Battery	Reading	Arithmetic problem solving and concepts
High School Battery	Reading	Mathematical analysis & problem solving

COLORADO DEPARTMENT OF EDUCATION
Division of Title I, ESEA

NAME OF TEST	SUB-TESTS	
	READING	MATHEMATICS
National Educational Development Test	Social Studies Reading	Mathematics usage
SRA Achievement Series	Comprehension	Reasoning
SRA High School Placement Test	Reading	Arithmetic
Sequential Test of Educational Progress	Reading	Mathematics
Stanford Achievement Test:		
Primary I Battery	Paragraph meaning	Arithmetic
Primary II Battery	Paragraph meaning	Arithmetic concepts
Intermediate Battery I	Paragraph meaning	Arithmetic concepts
Intermediate Battery II	Paragraph meaning	Arithmetic concepts
Advanced Battery	Paragraph meaning	Arithmetic concepts
High School Battery	Reading	Mathematics
Tests of Academic Progress	Reading	Mathematics

If your school administers a particular test which has no total reading and mathematics scores and one which is not listed above, please report that score which, in your judgment, corresponds most closely with reading comprehension and arithmetic reasoning.

SECTION A: READING AND MATHEMATICS SCORES BY PERCENTILE OR GRADE EQUIVALENT

Grade Level

Report test results for one grade only within each of the four levels. If available, report grade 3 results at the primary level, grade 6 at the intermediate level, grade 9 at the junior high level, and grade 12 at the senior high level. If test results are not available for these grade levels, select the next lower grade within that level for which scores are available to report. For example, if test results are not available for grade 3 within the primary level, then report the results for grade 2. If test results for grade 2 are not available, then report results for grade 1.

No. of Pupils Tested

Indicate the number of pupils tested (and being reported) within each category. Use a separate form for achievement test results for each duplication of either test or grade. For example, if two different achievement tests were used for grade 3 it will be necessary to use two forms.

COLORADO DEPARTMENT OF EDUCATION
Division of Title I, ESEA

Percentile Score or Grade Equivalent

Levels 1-6: Report median grade equivalent scores where available; if not available, report median percentile scores.

Levels 7-12: Report median percentile scores where available; if not available, report median grade equivalent scores.

The median percentile score is that score above and below which 50 percent or one-half of the percentile scores fall.

The median grade equivalent is that score above and below which 50 percent of the grade equivalent scores fall.

National Norms Reported

Fully describe any special norms used. Report the time of year and grade level for the norms used. Whenever the latest norms available are not used, indicate the year of the standardization or any other special norms, such as student groups in core cities, rural youth, or college preparatory programs.

SECTION B: DISPERSION OF READING SCORES BY DECILE

"Reading Scores Only"--Number of Students Scoring Within Given Percentile Ranges

This section pertains to reading scores only. The "Grade Level Reported" should agree with the corresponding figures reported in Section A. Report the number of students scoring within each decile.

COLORADO DEPARTMENT OF EDUCATION
Title I, ESEA

ACHIEVEMENT TEST RESULTS

Title I Project No. _____

FOR DEPARTMENT USE ONLY
. . . . . 1 6 . . 80

SECTION A - READING AND MATHEMATICS SCORES BY PERCENTILE OR GRADE EQUIVALENT

LEVEL	ACHIEVEMENT AREA	GRADE LEVEL	NO. OF PUPILS TESTED	PERCENTILE SCORE	GRADE EQUIVALENT	ACHIEVEMENT TEST ADMINISTERED	TEST FORM	TEST LEVEL	DATE GIVEN	NATIONAL NORMS TIME OF YEAR	NATIONAL NORMS GRADE LEVEL	PLEASE LEAVE BLANK
PRIMARY GRADES 1-3	READING											
	MATHEMATICS											
INTERMEDIATE GRADES 4-6	READING											
	MATHEMATICS											
JUNIOR HIGH GRADES 7-9	READING											
	MATHEMATICS											
SENIOR HIGH GRADES 10-12	READING											
	MATHEMATICS											

SECTION B - DISPERSION OF READING SCORES BY DECILE
(THIS DATA MUST COVER SAME READING TEST, PUPILS, GRADE LEVEL, ETC. REPORTED IN SECTION A)

	NUMBER OF PUPILS SCORING WITHIN GIVEN PERCENTILE RANGE AND DECILE										
PERCENTILE RANGE		0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99
LEVEL	GRADE LEVEL	1st DECILE	2nd DECILE	3rd DECILE	4th DECILE	5th DECILE	6th DECILE	7th DECILE	8th DECILE	9th DECILE	10th DECILE
PRIMARY GRADES 1-3											
INTERMEDIATE GRADES 4-6											
JUNIOR HIGH GRADES 7-9											
SENIOR HIGH GRADES 10-12											

CDE Form 34A

Appendix D

Descriptions of Title I Projects
for Schools with Concentrations of Low Income Students for 1969-70

Baca County Cooperative
70-034

A cooperative of six rural school districts attempting to meet the needs of Title I children. Classes for educationally handicapped, educable mentally handicapped, vocational rehabilitation are conducted. Speech correction is provided. Classes for poor readers are available. The size and scope of this project is made possible through local contributions of the districts which exceed the Title I allocation.

Denver 1
Denver
70-017

A project for enriched and improved education programs for the disadvantaged children in Denver School District 1. The project provides comprehensive programs in all academic areas as well as vocational programs and supportive services necessary to meet the needs of all children participating.

El Paso 3
Security
70-003

This is a comprehensive program designed to provide remedial reading services to educationally disadvantaged children in three elementary schools as well as social, health, and psychological services. Three itinerant reading labs will be staffed by 3 special reading teachers and will service the 3 schools.

Garfield 1-J
Glenwood Springs
70-014

A program for educationally deprived children to improve their basic skills through more individualized help and attention. A reading specialist will work one-half time with individual students and small groups as well as with other teachers in working with these children. A summer program will be carried out which will provide intensive individual instruction and cultural enrichment for those children with greatest need.

Grand R-1
Kremmling
70-022

A program of remedial instruction in reading and arithmetic for the educationally disadvantaged. Summer project is also included. Services include health.

Jefferson R-1
Lakewood
70-021

This is a project designed to provide comprehensive services for children from pre-school through high school. The emphasis is on improving reading skills and the establishment of learning disabilities clinics in a new thrust for this year's program. A work-study program will continue at Golden High School. Supportive services include psychological and health services.

La Plata 10-J
Bayfield
70-008

This project will assist educationally handicapped in a special class. Disadvantaged children will participate in a summer recreation program. A teacher aide will provide services for Indian and Spanish children in the first grade.

La Plata 11
Ignacio
70-016

A "Mobile Cultural Unit" equipped with electronic components will provide the children of Ignacio with learning experiences and cultural enrichment on numerous field trips. Children of grades 1-12 will participate in the activities. This is a continuation of last year's project.

Las Animas R-2
Weston
70-005

This is a special reading program for children in grades 4-8. Health services will be provided as well as tuition for about four children to the special education program in Trinidad.

Lincoln Re-4
Limon
70-010

A program involving three components. In grades 1-6 designated children (60) will receive daily assistance in reading. Approximately thirty students will receive special instruction in mathematics. For 15 pupils in grades 11-12 an opportunity will be provided to participate in an auto mechanics course.

Moffat Re-1
Craig
70-006

A program designed to assist the educationally disadvantaged children by using teacher aides. Psychological services are included.

Pueblo 60
Pueblo
70-002

During the regular school term, this project will provide disadvantaged

Pueblo 60 (Cont.)

children with the following: (1) Reading instruction at elementary and secondary levels; (2) The Ginn Tutorial Program will be used in the first grade; (3) Arithmetic instruction at the elementary level; (4) Special education classes on both levels will be provided, including opportunities for children at Sacred Heart Orphanage; (5) Health services; (6) Inservice opportunities will be made available; (7) Aides will be used. A summer recreation program which will include arts and crafts instruction. Characteristic of the reading instruction is the small size of the groups receiving attention, either one to one ratio or groups of 5-7.

San Miguel R-1
Telluride
70-009

A project to improve the adjustment and reading performance of disadvantaged children by use of teacher aides. Services include psychological and health.

Rio Grande Re-33 J
Sargent
70-025

A post-kindergarten, pre-first grade program designed to prepare the youngster to participate in the average classroom. Emphasis is upon individualized instruction in reading and arithmetic. Health services will be provided and a followup on last year's "graduates" is planned.

Adams 1
Mapleton
70-027

A program to provide instructional assistance and individualized reading improvement K-3 through the utilization of para-professionals; to provide a work experience program at the high school level for students with a poor concept of the world of work, identified as potential dropouts and for dropouts re-entered into the high school situation; to provide necessary health, nutritional and general assistance unavailable through the family or other community agency for identified students; to provide individualized attention and family services through the utilization of guidance personnel and special assignment teachers; to provide follow through assistance with selected target families during summer recess, job opportunities for 7-10 secondary students with special needs and to help eliminate problems encountered by target families in re-entering their children in school for the fall term.

Arapahoe 28-J
Aurora
70-050

A continuation program of Title I activities. Target school children receive diagnostic scores and reading instruction in small groups. Summer school sessions provide continued instructional activities as well as camping and recreational opportunities. Counseling for these children is provided during the summer.

Arkansas Valley Cooperative
70-062

A cooperative Title I and Special Education project. Reading instruction is provided at the elementary and secondary levels to those children reading below grade levels. Classes for EH and EMH children are provided. Speech correction is available. The necessary psychological services are provided by the cooperative. Health services are provided, either by the cooperative or the districts as needed.

Boulder Re-2
Boulder
70-031

During the regular school year, Boulder's Title I project contains two major thrusts: one is a preventative program in grade 1 and the other is a remedial program for children in grades 2-5. The objectives are to raise the student's reading level to expectation, to improve visual and motor coordination, to improve communication skills, to improve children's self-concept and knowledge of their cultural heritage, and to improve children's home environments that cause difficulty in the learning process. An LLL program will be instituted in 3 target first grades and an education-learning skills program which is a team operation will serve grades 2-5. Health, psychological and social services will be provided. In addition, a special education program will be in operation during the winter and a recreational and cultural program will be instituted during the summer.

Conejos Re-10
Antonito
70-020

This project has three major sections. The first is to improve communication skills and build reading competence of target children in grades K-2; the second is a special reading program for children who are reading below grade level in grades 4-6; the last is designed to train mentally and emotionally handicapped children. Health and psychological services will be provided.

Custer C-1
Westcliffe
70-042

Individual instruction in reading, science and physical coordination. Services include health, student body activities and community services.

Delta 50-J
Delta
70-013

A program of remedial and special education for economically and educationally deprived children. Program includes recreation, reading, mathematics and special education, also summer school. Services include health, psychological, social work and library.

Eagle Re-50 J
Eagle 70-029

A pre-first grade post-kindergarten class will be operating in Red Cliff and Minturn. The program is designed to provide experiences for the children to help them overcome language barriers and promote social maturity so that they will better be able to cope with learning situations that are common to first grade. A special reading program will be instituted at Minturn Elementary School.

El Paso 14
Manitou Springs
70-046

A program designed to up-grade academic achievement levels, attitudes, physical development and social and emotional stability for the educationally and cultu ally deprived children in Manitou Springs School District No. 14 and Brockhurst Boys Ranch. Individual and group instruction will be provided in the areas of reading and arithmetic by teachers and teacher aides. Psychological and nursing services will also be provided.

Fremont Re-1
Canon City
70-063

This project is designed to improve the reading achievement level of students in grades 2-9. "Words in Color" will be used in the elementary grades and SRA and Craig materials in the junior high school. An elementary guidance counselor will work with children and their families in order to more effectively coordinate the home and school environment so as to best benefit the child. Health services will be provided.

Huerfano Re-1
Walsenburg
70-060

A project designed to improve reading skills by individualizing instruction so that students can progress according to their respective needs, interests and capacities. Health and social work service will be provided by community agencies.

Lake R-1
Leadville
70-040

A special reading program for students in grades 2-4, utilizing a comprehensive diagnostic program plus appropriate prescriptions, is the main thrust of this project. Psychological services will be provided and a tutorial program which uses high school volunteers will be instituted.

La Plata 9-R
Durango
70-030

A program designed to assist pupils in becoming better readers. Guidance services and a social worker will be provided to assist the classroom

La Plata 9-R (Cont.)

teacher. A strong health program will provide needed medical and dental help. Instructional resource and media center teachers will provide remedial help to those pupils in need of such assistance.

Larimer R-2J
Loveland
70-056

A personalized approach which emphasizes diagnostic and prescriptive learning experiences. An individualized remedial reading program for grades 2-6 will be conducted. Approximately 15 early primary youngsters will be served by a transitional classroom approach to better prepare them for first grade learning to read experiences. Limited evening tutoring at both the elementary and secondary levels will be available to interested students. Nurse and social worker will work individually with children and their families relative to health problems, attendance, adjustment and psychological problems. Summer program activities will also be available to disadvantaged children upon recommendations from teachers and other personnel. Their tuition to attend the district's regular summer program will be covered by Title I.

Logan Re-1
Sterling
70-049

A program designed to improve the reading ability of students not achieving up to their capability, to improve school attendance by eliminating the factors that would tend to be obstacles and to improve the children's emotional stability by working on emotional and psychological problems existing in home and school.

Montezuma Re-1
Cortez
70-047

A multi-sensory approach to learning for the disadvantaged. Program includes reading, language arts, and English as a second language. Program also includes special education. Services include guidance and psychological services.

Montrose Re-1 J
Montrose
70-018

A program of diagnosing and correcting learning disabilities of disadvantaged students who are prevented from performing up to their potential. Special teachers will be assigned to the reading program and other academics with teacher aides providing assistance in small group and individual instruction. Component services will be provided in psychological services, social work and field trips. A summer school program will also be conducted as a continuance of the regular program for those with greatest need.

Pueblo 70
Pueblo Rural
70-028

Project Helping Hand. Program includes reading, math, recreation, social

studies. Services include health, psychological and guidance. Program also includes inservice training, summer school and use of teacher aides.

Saguache 26-J
Center
70-026

This project has three specific components. The first is a special reading program designed to prevent and remedy reading problems. The second is a special education for E. H. children, and the third is a summer cultural-recreation program. Guidance and social services will be provided.

San Luis Valley Cooperative
70-051

A cooperative project involving eight school districts in the San Luis Valley designed to provide comprehensive academic and supportive services for the disadvantaged children in the target area schools. Services being provided are: Remedial instruction in reading and math, health services, guidance and psychological services and vocational programs.

Weld County Cooperative
70-052

A strong cooperative project consisting of five Weld County school districts under the direction of a fulltime director. Emphasis is on meeting the special educational needs of handicapped children. The cooperative is also recipient of a Senate Bill 174 grant which will stress remediation, particularly in reading. Among the varied services offered by the cooperative are: Food services, health services, psychological services, reading instruction, special classes for EH, EMH, work study program, speech correction.

Adams 12
Thornton
70-057

Humanizing the Instructional Program in Reading and other Communicative areas. Program includes student aides, after school study experiences, and field trips. Services include health, in-service and parental involvement.

Adams 50
Westminster
70-045

This is a project designed to accomplish three objectives: (1) to improve perceptual-motor functioning in kindergarten children as a basis for academic readiness in first grade achievement; (2) to improve the quality and quantity of student's interactions in the educational environment through the use of counselors and social workers; and (3) to improve student's communication skills through diagnosis and individual instruction.

Arapahoe 1
Englewood
70-032

A unified approach for meeting the needs of the educationally deprived. The project provides the following services: A special services team that does an in-depth study of severely disadvantaged children and then assists

teachers in prescribing and implementing a program to meet the needs of the children to be involved. A comprehensive health program providing for the needs of all Title I children and a summer school program designed to improve skills in arithmetic, communications, social studies and science.

Arapahoe 2
Fort Logan
70-078

This project attempts to coordinate Senate Bill 174 and Title I thrusts. S. B. 174 funds will be used to provide assistance to below average readers. The problems associated with mobility among target area youngsters will be attacked with state funds under S. B. 174. Title I will provide special education projects and tutorial help for junior and senior high school pupils. Library services will be available in target area schools. Health services are contracted. Guidance and psychological services will support the overall program.

Arapahoe 6
Littleton
70-077

A program to provide remedial instruction, counseling and guidance and other supportive services to disadvantaged children in the district. Services to be offered are: (1) Remedial instruction in reading and arithmetic; (2) Elementary guidance and counseling; (3) Science and social studies; (4) Language arts instruction.

Arapahoe 32-J
Byers
70-072

A reading improvement program using small group instruction as a major thrust.

Bent Re-1
Las Animas
70-001

Individualized instruction with emphasis on Special Education, Pre-vocational and reading. Services include inservice, health and psychological.

Cheyenne Re-2
Cheyenne Wells
70-064

This project will offer classes in reading and arithmetic during a summer session. Approximately 21 children in early elementary level will receive instruction. During the regular term, speech correction will be available.

Fremont Re-2
Florence
70-037

This is a program designed to meet the needs of children experiencing reading difficulties in intermediate and junior high grade levels. The program will operate during the regular and summer terms.

Garfield Re-2
Rifle
70-007

A project for improving reading objectives of students in grades 1 through 12 with the greatest emphasis given at the elementary level. A socio-cultural experience component is also included, whereby children in first grade from one school are given excursions throughout the community. Aides are used in all aspects of the program, in small group instruction as well as individually.

Gunnison Re-1 J
Gunnison
70-071

"Project Team Work" is a program designed to assist Title I children with supportive and remedial services to assist them in functioning more effectively in the regular school program. Specific services to be provided are: (1) Remedial reading; (2) Counseling and guidance for elementary and junior high students.

Kit Carson Cooperative
70-067

A cooperative project of Kit Carson County school districts providing special education opportunities to all the county's children regardless of their residence. Speech correction is included in the services provided. Psychological services are provided by the project director.

Larimer R-1
Fort Collins
70-024

A four-thrust project which will provide a pre-school program to prepare disadvantaged children for entrance into kindergarten using 7 teachers and an aide for each; a reading service program to develop children's reading skills in grades 1 through 6 to an achievement level commensurate with age and grade. Four reading consultants and an aide will be used and inservice provided by consultants to other teachers in target schools. A study cultural center to improve students' attitudes in elementary schools toward educational and social development. This will be an after school activity where students may go for study, individual help, listen to records, etc.; an adaptive education program for 31 junior high students to enroll in ungraded reading, math and science classes so students may have opportunity to regain academic status. These are special classes staffed by special teachers with specific qualifications in given areas. Field trips will also be a component of this program.

Las Animas 3
Hoehne
70-081

A project to enhance reading experiences and skills with components to provide medical services and cultural experiences. The highest priority will be given to individualized reading instruction in grades 4 - 12. The second priority will be given to providing dental and medical care to needy students. The third priority will provide field trips and attendance at plays, concerts, etc., for cultural enrichment.

Montezuma Re-4
Dolores
70-054

Improvement of language arts skills through teacher aides and special Title I teacher. Services include health and psychology.

Montrose Re-2
Naturita
70-068

A program for culturally, intellectually and emotionally handicapped children. Teacher aides will be hired to assist the Title I teachers in their classes. Services include health and psychological.

Morgan Re-2
Brush
70-069

A compensatory education program to provide remedial instruction, health and welfare services, and vocational instruction for the disadvantaged children in the district.

Pikes Peak BOCS
Title I Project
70-023

This cooperative project is designed to improve the level of reading competencies of elementary students through the initiation and/or continuation of a prescriptive remedial reading program. A program designed to work with those students identified as educationally handicapped and needing a more specialized program than is found in the remedial reading program will also be established and work in conjunction with the remedial reading program.

Pitkin 1
Aspen
70-074

A language development and reading program for disadvantaged children. A language orientation program will be established to carry out the objectives with the use of a reading specialist who wil detect reading readiness and language development problems. Children will then be selected from the language orientation program and individual and small group attention will be given to these children and their problems. The reading teacher will work closely with the special education teacher and other teachers relative to these childrens' problems.

Prowers Re-2
Lamar
70-066

A remedial education and cultural improvement program using teacher aides and special reading teachers. The main emphasis will be in reading and mathematics. A summer school will be provided. Services include health and field trip experiences.

Routt-Jackson Cooperative
70-038

A program designed to meet the needs of students having educational handicaps, speech and language disorders, children with emotional problems and health problems. Three special education teachers will work with classes of no more than 15. A reading teacher will also work with small groups and individuals. A speech correctionist will test and work with students in need of therapy in two district in the Cooperative and a psychologist will provide testing and counseling for all cooperative districts where needed. Also, a nurse will work with children in need of health services. The special services will emanate from the Child Study Center.

Tri-County Cooperative
70-075

This new cooperative venture includes six school districts from three Southeast Colorado counties. Services to be provided are: classes for educationally handicapped; speech correction; reading instruction, including use of aides; health services; contracted psychological testing.

Weld 6
Greeley
70-048

Greeley's Title I project consists of a comprehensive remedial reading program at the elementary and secondary level for students evidencing deficiencies in reading. Health, counseling, and psychological services will be provided. A special education program for EH students will also be in operation. The parent-implemented Follow Through program is a component of the Title I program and the "Outward Buddy" project will be continued. This is a project which matches disadvantaged high school students with college student "buddies" using some Outward Bound techniques.

Weld Re-8
Fort Lupton
70-085

A project designed to provide reading instruction to develop and strengthen reading skills as well as general communications skills at the elementary level. A remedial reading teacher will work with children individually and in small groups. Seven teacher aides will also work with these children, four in the regular classroom and three with the Ginn Tutorial Program. Other components in the project will be a summer project concentrating on computational skills and more reading; a speech correction program; a health service thrust using a nurse one-half time and an attendance improvement program using a community contact person who will provide social work services.

Arapahoe 5
Englewood
70-090

A project for the Cherry Creek Public Schools and the Neuville High School. The Public Schools will continue their programs for Title I children. Federal assistance after school hours and during the summer as well as field trips are provided. The Neuville program is geared specifically for Neuville children.

Psychological services, inservice training, teacher aide and camping experiences, with arts and crafts classes, are the major activities at Neuville.

Boulder Re-1
Longmont
70-082

A project to improve reading skills of students in grades 1 through 6 in small group instruction, a non-graded situation using teacher aides; to improve language development of students in grades K through 3 in small group instruction using the Peabody Language Development program, Language Master, Echarder Speech and Language Training aid, and field trips; to improve home-school relationships to instill better attendance and motivation using a family contact person. To improve the general health of disadvantaged students with general services of a nurse, and, to improve educational opportunities for students with special learning disabilities with the services of a special education teacher who will work with these students and other teachers.

Dolores Re-1
Dove Creek
70-079

A remedial reading program for Bi-lingual Indian pupils through the use of teacher aides. Services include health, guidance, psychological and transportation.

Douglas Re-1
Castle Rock
70-083

A program for the educationally handicapped child in Douglas County Title I schools and Frontier Boys Village. Services to be provided include: (1) Remedial instruction in reading and language arts; (2) Summer program including recreation for students in Frontier Boys Village; (3) Special education for handicapped; (4) Cultural enrichment.

Las Animas 1
Trinidad
70-073

Project "Developmental Education for the Disadvantaged" provides the following services for the disadvantaged in the Trinidad Schools: (1) Remedial reading and math; (2) Special education; (3) Speech therapy; (4) Health services; (5) Social work; (6) Welfare services.

Lincoln Re-13
Genoa
70-065

A project of individualized and small group instruction in reading, language instruction and arithmetic. Children in grades 1 through 8 with severe academic problems are identified and are given individualized help as needed. A small summer component is carried out dealing with children having most severe problems.

Montezuma Re-6
Mancos
60-087

A program which is designed to improve the reading rate and comprehension of students in grades 2-12 who are significantly behind their expectancy level in reading. Special attention will be given to improving the verbal fluency and the self-concept as well.

Northeast Colorado
BOCS Cooperative
70-061

A project submitted by 12 cooperating school districts in Northeast Colorado. Emphasis in the project will be in reading instruction, language arts, mathematics, and special education for EH and EMH children. Teacher aides will be used to assist in the program.

Ouray Cooperative
70-004

A cooperative Special Education and Remedial Education Project. Services include psychological and speech.

Weld Re-4
Windsor
70-039

Windsor's Title I project has two major thrusts. The first is a special program for first and second graders to help them overcome language and cultural barriers. The children will receive intensive instruction in the language arts and arithmetic, while participating with the other children in music, art, and P. E. activities. The second thrust is a special reading at both the elementary and junior high level. Speech therapy will be provided for the Title I children as needed.

Adams 14
Commerce City
70-092

A corrective and remedial program for disadvantaged children in Adams County School District 14. Services to be provided are as follows: (1) Remedial and corrective arithmetic and reading; (2) Counseling and guidance; (3) Psychological services; (4) Health services; (5) Summer school activities.

Alamosa 11
Alamosa
70-058

Project "Success through Dynamic Instruction" is designed to aid the educationally handicapped children in the Alamosa schools by providing the following services: (1) Special education; (2) Remedial reading; (3) Counseling; (4) Speech correctionist.

Archuleta 50
Pagosa Springs
70-091

A project for elementary disadvantaged students in special education and

the basic subjects. Secondary component is special education. Services include psychological, health and clothing.

El Paso 11
Colorado Springs
70-070

Project LIFT (Learning Investmert for Tomorrow) is designed to assist the disadvantaged children in the Title I target area schools to achieve up to their potential by providing the following types of services: (1) Corrective reading and math; (2) Comprehensive diagnosis; (3) Guidance and counseling; (4) Health services; (5) Special education; (6) Social work.

El Paso 38
Monument
70-095

A program of remedial reading and arithmetic provided in small group instruction. Psychological services and speech therapy are also provided to those children in need on a contracted basis.

Las Animas 6
Aguilar
70-084

A project to provide remedial reading instruction in grades 1 through 6, math instruction grades 7 and 8. Component services will include cultural enrichment, and health services for all participants. Small group and individual instruction will be provided.

Mesa 49
De Beque
70-086

A Basic Skills program in reading for Elementary and Secondary pupils.

Mesa 51
Grand Junction
70-033

A project to provide individualized instruction from preschool through grade 6 in language development, arithmetic and other academics. This is an ungraded program utilizing the open area learning concept where each student works at his own level and rate with prescribed Learning Activity Packages. Component services are health, utilizing the services of four nurses working in target schools and community for the benefit of disadvantaged children. There is also a cultural enrichment component to help develop positive self-image.

South Platte Valley Cooperative
70-098

A cooperative reading improvement project with psychological services also provided.

Tri-Valley Title I
Cooperative
70-094

Rural Educational program with emphasis in educationally handicapped and remedial reading. Services include psychological and speech therapy.

Adams 27J
Brighton
70-053

The Brighton Project, entitled "A Developmental Program for the Underprivileged Child," is funded at $40,154 to provide a comprehensive academic program in Reading, English, Mathematics, and Social Studies. In addition to the academic program, the project provides for special education for the handicapped and pre-vocational education for a limited number of eligible students.

Cheyenne
Kit Carson
70-100

A project to provide tutoring assistance to children with learning problems who are educationally deprived. Services will be provided to about 20 pupils.

Garfield 16
Grand Valley
70-093

An after-school project with instruction in reading and vocational areas. Services include cultural enrichment and health.

Morgan RE3
Fort Morgan
70-096

A project to improve instruction in reading and special education for disadvantaged children in the Fort Morgan Schools. Services being provided are: (1) Reading instruction; (2) Special education; (3) Health services; (4) Counciling and guidance; (5) Social work; (6) Vocational education.

Morgan RE50
Wiggins
70-080

Wiggins Title I project consists of a special reading program for children displaying reading deficiencies in grades 2-6. The object of this program is to help the children increase their reading ability so they may return to their regular group and benefit from the regular classroom teaching. A speech correction program will also be instituted.

San Miguel R2J
Norwood
70-076

Special education for the handicapped and remedial instruction program. Services include health and psychological.

San Miguel 18
Egnar
70-097

An oral reading program for linguistically disadvantaged students.

Teller Re2
Woodland Park
70-044

Woodland Park is planning to implement a ten-week math program for intermediate grade children and a few primary children who are scoring one and more years below grade level.

Chaffee R 32J
Salida
70-089

A remedial reading program in small group instruction using teacher aides. A summer program is established to reinforce the regular school program for those in greatest need.

El Paso 8
Fountain 70-102

A summer program to increase reading and math skills by small group instruction. Services include field trips, health, food, library and transportation.

El Paso 20
USAF Academy
70-104

This is a 5-week summer project involving 24 children who will have finished the third and fourth grades. Children will spend about 19½ hours weekly in the program. Reading skills, communication skills, and concentration on mathematics will be the major emphasis.

Larimer R-3
Estes Park
70-107

A summer project to improve the attitude and confidence of students toward school and learning, and to raise the basic skill level of students who are behind in reading and math. Physical education activities will be a part of the program. A learning difficulty diagnostic team will be involved in diagnosing and staffing each student.

Mesa 50
Collbran
70-101

A remedial reading program designed to raise the achievement level of underachievers.

Rio Blanco RE 1
Meeker
70-055

Title: Special Help for Low-Achievers

The nine objectives of this program are interrelated and pose a direct attack on the problems of 102 Title I students. The academic year component depends largely on the use of teacher aides, flexible scheduling, small groups, and individualized instruction. The summer term program lasts for six weeks and covers the total range of educational opportunities.

Chaffee 31
Buena Vista
70-109

A project to provide remedial instruction in reading. A reading center will allow children to work individually with certain equipment and materials designed for remediation. Tutoring services will be provided for a two-week period during the summer for the same identified group of children with the greatest need.

Elbert County Cooperative
C-1 Elizabeth, C-2 Kiowa
200 Elbert
70-110

A part-time remedial teacher, use of aides and a summer school with remediation and vocational education components.

Huerfano RE 2
La Veta
70-103

A second semester remedial reading program utilizing the services of a reading teacher and teacher aides. Individualized instruction will be provided in small groups and in tutoring situations.

Park RE2
Fairplay
70-106

A program to help disadvantaged children having the most severe reading problems in grades 2 through 10 in the school district. A special reading teacher will provide individualized reading instruction in small groups and on a one to one basis. A summer school component will be carried out to follow up the regular school program. Cultural enrichment will be provided through field trips twice a week and children will be fed.

Summit RE-1
Frisco
70-108

A remedial reading program for slow learners.

Position Title _____

Institution _____

In order to improve the quality and usefulness of our annual evalution report, it would be most helpful if you would take a few minutes to complete the following form. Any comments or suggestions you might have would be most appreciated. Thank you for your assistance.

Which part of the Sections of this report were helpful?

	Were Helpful
Section I - Introduction	____
Section II - Questions for Fiscal Year 1970	____
1. Basic Statistics	____
2. Staff Visits	____
3. Changes in Colorado Department of Education	____
4. Effect Upon Educational Achievement	____
5. Effect Upon Administrative Structure	____
6. Additional Efforts to Help the Disadvantaged	____
7. Compensatory Education in Nonpublic Schools	____
8. Teacher-Teacher Aide Training Programs	____
9. Extent of Community and Parent Involvement	____
Section III - Utilization of Resources	____
1. Direct Educative - Grade Level	____
2. Supportive Services - Grade Level	____
3. Staff Utilization	____
4. Distribution of Expenditures	____
5. Distribution of Direct Educative Services by Programs	____

Comments:

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Return to: Dr. Arthur R. Olson, Director
Assessment and Evaluation Unit
Colorado Department of Education
State Office Building
Denver, Colorado 80203